

Inspection report for early years provision

Unique reference number	EY280247
Inspection date	29/03/2012
Inspector	Kathryn Clayton
Type of setting	Childminder

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E: enquiries@ofsted.gov.uk
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Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

Description of the childminding

The childminder was registered in 2004. She lives in a residential area of Scunthorpe in North Lincolnshire. The whole of the ground of the home is used for childminding.

The childminder is registered on the Early Years Register and compulsory and voluntary parts of the Childcare Register to care for a maximum of six children at any one time. She currently has three children on roll who are all in early years age range. There is a fully enclosed garden for outside play.

The childminder walks to local schools to take and collect children and visits the local parks.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

The childminder provides a welcoming and inclusive service where children progress steadily, although there are some minor weaknesses in the learning provision. Suitable safeguarding procedures appropriately support children's welfare. The childminder reflects upon her service, although this process is not fully effective. The childminder has successfully completed all of the recommendations raised at the last inspection and so shows a suitable capacity to improve. Good relationships with parents and other providers effectively promote children's achievements and well-being.

What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- improve children's access to books during free play
- improve the range of activities that encourage children's creative skills, particularly in relation to providing opportunities for children to explore paint
- develop further the system of self-evaluation in order to cover all aspects of the childminding provision.

The effectiveness of leadership and management of the early years provision

The childminder has a suitable safeguarding children policy. She has undertaken recent training in how to safeguard children and is fully aware of her responsibilities to report concerns she may have about a child's welfare. She maintains a safe home which is fully risk assessed and conducts daily safety checks. She makes changes when necessary to promote children's safety. An example is fencing off an area of her garden that is close to some local building

work until it is fully completed. The childminder is keen to make improvements and does reflect upon her current practice, but has not considered all aspects of the service she provides. She canvasses the views of parents through asking them to complete a questionnaire and considers the interests of children when planning activities.

Children play in a homely environment where they can freely access the outdoor space. Overall, a suitable range of resources are accessible to children both indoors and outdoors. However, books are stored under other items and as a consequence are not well-used by children during free play. Children start to learn about sustainability as they are involved in recycling and planting activities. Through discussions with parents and observations of children during settling in sessions the childminder finds out about their individual needs. Children are interested in suitable television programmes which help them to learn about differences in a positive manner. The childminder encourages children to learn and use some sign language from an early age.

The childminder develops good relationships with parents and they have access to useful written information about the provision. She explains the Early Years Foundation Stage to parents and how she will provide play-based learning experiences for their children. Written assessments are always shared with parents and discussions take place before and after each session. Children often borrow activities and resources that are of particular interest to them so they can continue learning at home with parents. The childminder works closely with the local authority and other providers. She has a link book that goes through parents to a local school. This helps them to effectively work together to support children's learning and well-being. One example of this is when the childminder provided complimentary Halloween activities to enable children to continue their learning experiences with her.

The quality and standards of the early years provision and outcomes for children

Children enjoy their time with the childminder. They experience a balance of adult-led and child-initiated play, both indoors and outdoors. They also have times away from the home when they can socialise with other children. The childminder appropriately plans and assesses children's progress, identifying the next steps in their learning. This helps children to make steady progress across all areas of learning. The childminder understands how to support and challenge children's learning as they play and provides activities that are well-matched to their abilities. Children show an interest in numbers and counting and can confidently count as they play games. With suitable questioning the childminder challenges children. For example, to find out the number of legs there are on an octopus. As children play the childminder encourages their language development through discussion. Older children in the Early Years Foundation Stage learn about letter sounds through playing suitable games such as 'I spy'.

Children are becoming more independent, they choose when to play in the garden,

for example. There are some small interactive toys which help them to learn appropriate skills for the future. Children have suitable opportunities to engage with the natural environment during local walks and through planting activities. There are some creative play opportunities; for example, children are imaginative as they explore sand and water. They can express their creativity through collage and drawing, but there are no opportunities to explore paint, which somewhat restricts children's choice and creativity.

Children learn about the benefits of having a healthy lifestyle. The childminder teaches them about the importance of using sun cream on a hot day. They have individual flannels to dry their hands after hand washing and learn about why they need to wash off germs. Snacks and meals are healthy and include fruit and roast meals with fresh vegetables. Children regularly drink during hot weather. Children are quite active, they scoot on wheeled toys in the garden with increasing skill and enjoy visits to the local park where they climb, scramble and slide. Children are involved in the regular evacuation of the premises and so start to learn how to keep themselves safe. The childminder teaches them about road safety on very safe roads and has clear rules that children follow. Children play freely and safely indoors and outdoors.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality
Grade 2 is Good: this aspect of the provision is strong
Grade 3 is Satisfactory: this aspect of the provision is sound
Grade 4 is Inadequate: this aspect of the provision is not good enough

The overall effectiveness of the early years provision

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	3
The capacity of the provision to maintain continuous improvement	3

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	3
The effectiveness with which the setting promotes equality and diversity	3
The effectiveness of safeguarding	3
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	2

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	3
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	3
The extent to which children achieve and enjoy their learning	3
The extent to which children feel safe	3
The extent to which children adopt healthy lifestyles	3
The extent to which children make a positive contribution	3
The extent to which children develop skills for the future	3

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Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are:	Met
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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